

Mackay North State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to Mackay North State School.

Our school has a great reputation as a friendly school that has maintained its traditional old school charm. We are proud of our happy, well-behaved students; our strong, supportive parent community; our dedicated, highly skilled staff and our old school atmosphere.

While we have maintained our traditional charms we have been steadily improving our school facilities and can provide our students with modern learning aids. We aim for the highest possible standards in Literacy and Numeracy. We aim to be a school that gets these basics right. We have strong links with the community. We have a very strong sense of social justice, which is evidenced by the whole school relationship with our Special Education Unit Services.

If you have the opportunity this year to support the P&C, please do so either by attending meetings or by supporting their fundraising ventures. We are always ready to listen to your concerns and suggestions, so if you need to discuss an issue, please don't hesitate to contact us. The purpose of this report is to give the reader an overall view of the 2014 school year at Mackay North State School. This report has snapshots around all facets of school life, including; student, parent and teacher satisfaction with the school, student academic and extra-curricular achievement and involvement, and future directions for the school. By reading this report you will gain a very complete picture of Mackay North State School.

Copies of this report can be accessed in a number of different ways. These include; direct link to this report from our school website (www.macknortss.eq.edu.au), hard copy format available at the school office or by request have the report emailed directly to you.

School progress towards its goals in 2014

Curriculum

Over the course of 2014 our school goal was the improvement of all students' Reading Comprehension ability. This goal was progressed to a large extent through a rigorous and consistent teaching and learning approach to reading comprehension. 100% of students either improved or maintained their reading comprehension ability as

per internal monitoring assessments. During the course of 2014 our school staff continued to build upon the successes of the previous year.

During 2014 further developed our school Sight Word program to help improve student's access to text in their reading. Students were routinely assessed during the year to gauge their progress. We are looking forward to seeing substantial gains in the student's sight word knowledge in 2015.

Community and Facilities

A highlight of 2014 was the school concert held in November. This event was a great success and community feedback was very positive.

The 2014 was the first school year for quite a while that was not interrupted with ongoing construction on the school site. 2014 saw the school fully recovered from the devastating fire, which occurred in B Block in December 2010. The new extensions to the F and E block, the refurbished SEU and the new Resource Centre all become fully operational and were fully utilised in 2014.

Future outlook

2015 will be the first year in our quadrennial school review process. This process developed the 2015 - 2018 Strategic plan. The process identified the key directions as:

- To strengthen the teaching and learning from Prep-6 by focussing on enhanced pedagogy in English (specifically Reading and Writing) and Numeracy. Particular focus on the explicit teaching, continued moderation of summative assessment and the sharing of best practice.
- Provision of Professional Development and intensive teaching focussed on key priorities and identified areas developed from data collection of students and staff and through the Pedagogical Framework using the Great Results Guarantee funding.
- Strengthen leadership density across the teaching staff.

Maintain and enhance our school/community engagement programs to further enhance the learning opportunities for the student who attend MNSS.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	343	171	172	88%
2013	385	195	190	90%
2014	390	197	193	92%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The whole school percentage of males is 49.5% and 50.5% females. These percentages remain reasonably constant. Student continuity was not as high as we would wish, however, destination records show us that the majority of students who departed our school was due to families moving away from Mackay city to other towns and cities. Our school has 19% of Aboriginal and Torres Strait Island students. We also have approximately 12% of our students who are attached to our Special Education Unit. All of the Special Education students are part of mainstream classroom groups.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	23	22
Year 4 – Year 7 Primary	24	26	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	12	19
Long Suspensions - 6 to 20 days	2	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- All 8 KLAs are offered in Years 1 to 7 (LOTE yrs. 4 – 7 only)
- Ready Set Go program – offered to “pre-prep” aged students to introduce children and parents to the requirements of PREP.
- PREP year level will begin working on distinctive Maths and English Curriculum from the beginning of Term 1
- LOTE – Japanese language is taught to all years 4 and 7 students.
- Special Education Unit – catering for students with Intellectually Impairments, Autism, Speech Language Impairment and Visual Impairments.
- Instrumental music program – brass, string and percussion with performances.
- A junior and senior choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- What you want to be program – a distinctive approach to learning and behaviour. A school specific values program. The strategies are used for all students.

Extra curricula activities

- Creative Extension programs such as; Optiminds, Wakakirri, Strings program, Brass/Woodwind program, Recorder Marching Band and choral singing are offered to students from all year levels.
- Each term the school offers extra-curricula activities linked to the curriculum and house spirit; events such as Interhouse Mathematics, Interhouse General Knowledge, Interhouse Spelling Bee, Interhouse Public Speaking and North Idol (talent quest).
- Students have all sporting opportunities available to them up to State Representation. We also offer a school Netball for students in Yrs 2, 3, 4 and 5.
- Each year our student council looks to participate in one major fundraising event that supports the wider community. During 2014 our student council ran a project to support the Whitsunday Rescue Paws and Claws Association.
- Club Basketball and Hockey are available to students in after school programs.

How Information and Communication Technologies are used to assist learning

Strong ICT focuses with the provision of a minimum of 4 PCs in every classroom, a mini lab of 10 PCs in the library and a computer lab of 29 machines. During 2014 all year levels access online and networked ICT software to enhance and engage their learning. These included programs like Reading Eggs. Also specific year levels accessed more specialized software such as Moviemaker and Audacity.

All teachers have a personal laptop that is used for curriculum development and communication and all classrooms have an Interactive Whiteboard for teaching. All Staff have attended a number of ICT professional development sessions and continue to improve their skills. This has included staff becoming familiar with ICT software related to IWBs and online resources.

Social Climate

During 2014, our school maintained its focus on excellent behaviour expectations of all members of the school community. This continued strong focus has meant the student behaviour has improved in all sectors of our school, according to our school opinion survey data. The backbone of the program is clearly stated expectations and an unwavering commitment to appropriate behaviour being demonstrated by all. Our school communication books and School-Community Behaviour Accord together is the cornerstone of this success. During 2014, we continued our “What You Want to Be” program, a school developed values program. This program was well received by the whole school and it will continue in 2015.

Student ratings for “fair treatment” and general happiness with this school rated above state and like school means. This was very rewarding for the staff.

As a whole school community we take bullying, in any of its forms, as a serious behaviour. Our School-Community Behaviour Accord highlights bullying as the number 1 on the list of behaviours our school will not tolerate. To assist students in understanding of bullying all students are instructed in the use of the High 5 strategy as a good structure to use to take a stand against bullying. Students who participate in bullying behaviour (directly or indirectly) have to make restitution to their victim. Parents of both parties are always notified of this behaviour.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	96%	96%
this is a good school (S2035)	100%	96%	96%
their child likes being at this school* (S2001)	100%	92%	98%
their child feels safe at this school* (S2002)	100%	96%	98%
their child's learning needs are being met at this school* (S2003)	100%	96%	96%
their child is making good progress at this school* (S2004)	100%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%	96%
teachers at this school treat students fairly* (S2008)	93%	96%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	92%	96%
this school works with them to support their child's learning* (S2010)	100%	96%	96%
this school takes parents' opinions seriously* (S2011)	96%	96%	96%
student behaviour is well managed at this school* (S2012)	97%	92%	96%
this school looks for ways to improve* (S2013)	97%	96%	100%
this school is well maintained* (S2014)	100%	96%	94%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	97%	95%	94%
they like being at their school* (S2036)	92%	94%	93%
they feel safe at their school* (S2037)	95%	93%	95%
their teachers motivate them to learn* (S2038)	95%	94%	89%
their teachers expect them to do their best* (S2039)	99%	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	93%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	93%	93%	90%
they can talk to their teachers about their concerns* (S2042)	89%	90%	92%
their school takes students' opinions seriously* (S2043)	88%	95%	90%
student behaviour is well managed at their school* (S2044)	87%	89%	83%
their school looks for ways to improve* (S2045)	97%	93%	93%
their school is well maintained* (S2046)	93%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		97%	97%
they receive useful feedback about their work at their school (S2071)		100%	92%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		97%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	97%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		91%	89%
their school gives them opportunities to do interesting things (S2079)		97%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our school enjoys strong support from our parent body and local community. Our students are well supported through extensive volunteer contributions in all aspects of school programs and especially in the Literacy and Numeracy programs. It is a feature of the school that community events are held regularly and are valued through high attendance. These include (amongst other events: Welcome Back Dance, annual Walkathon and Cooking Competition, bi-annual school concert and bi-annual school Fair).

At all of our school events there are a number of community representatives who are regular participants. These include our Adopt-A-Cop. As a school we offered a number of school events that involved various year levels. Events like our Christmas Carols evening, Multicultural day, Cooking Competition and School Concert are whole of school events. There were also events that were tailored to specific age groups. Events like; Under 8s Celebrations, Junior and Senior sports days.

Communication with parents and community are through the school website, fortnightly newsletters, the weekly assembly and twice yearly parent teacher interview, which complement the issuing of formal report cards for each student at the end of each semester. Annual events, such as Final year Graduation ceremony and the Awards Ceremony also provide opportunity for communication and celebration.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The installation of solar panel on our prep buildings has allowed our school to put some electrical energy back into the grid. We have also been running an awareness campaign with staff informing them of the real cost of electrical consumption with in our school, and encouraging staff to assist in energy saving measures. As a school community we are always investigating ways to manage our environmental impact.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	179,363	1,308
2012-2013	156,485	816
2013-2014	169,242	2,122

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

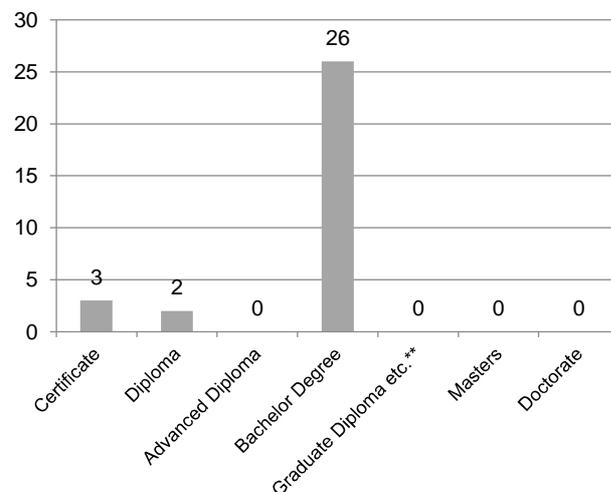
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	21	<5
Full-time equivalents	27	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	2
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	31



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 21348.20

The major professional development initiatives are as follows:

- Ongoing refinement of staff teaching skills centred on Reading Comprehension. This was based on the reading comprehension strategy called "Into the Book" as well as other reading comprehension strategies such as QAR, SCORE.
- Ongoing refinement of staff teaching skills centred on Explicit Instruction as the key pedagogical strategy.
- Extended instruction of key staff in the Explicit Instruction framework of high yield lessons
- Professional learning in based on understanding and utilising student data tracking software.
- Leadership – instructional leadership
- Collegial coaching program where teachers observe and feedback to each other on teaching skills.
- Seven Steps in Writing PD – Key staff in-serviced on Seven Steps to be trialled in classroom. This was done to a view that all staff be in-serviced in 2015.
- 5 Secrets to a Happy Workplace – work/life balance professional development for all staff
- Instrumental and African Drumming Professional Development
- First Aid training for teacher aides

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

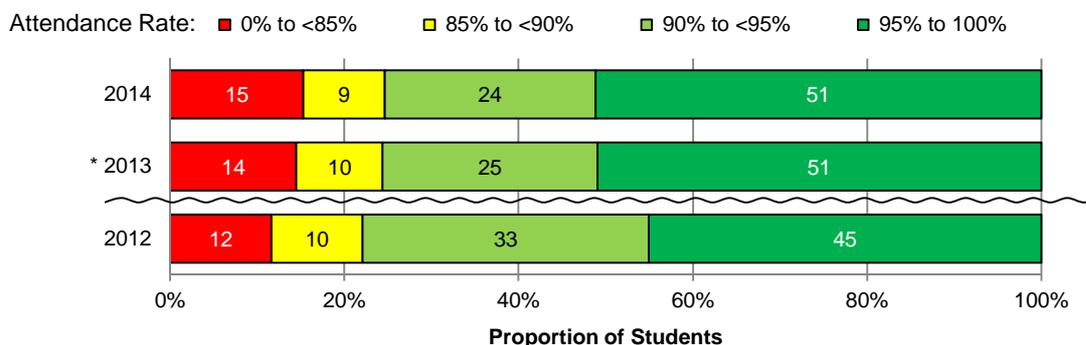
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	94%	92%	93%	93%	93%	92%
2013	91%	92%	94%	93%	93%	94%	92%
2014	91%	91%	93%	93%	94%	91%	92%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Mackay North State School takes regular attendance at school as a serious matter. We understand there will be circumstances that will occur during the school year that will make attendance impossible. However, the expectation of the school is that all students should have maximum attendance at school in line with the compulsory education requirements of persons under the age of 16. In order to track student's attendance, class rolls are marked twice daily. In 2014, the school continued to use a system whereby the parents of students not present at morning roll marking will be contacted via SMS in order to ascertain their whereabouts and absence reason. This has seen a reduction in the unexplained attendance. We also maintained procedures around late attendance so that better data could be gathered to manage this situation. Teachers take special note of extended absences by students and ensure the office staff is made aware of this non-attendance. Once the office is notified of these absences, there are processes in place to contact parents directly to ascertain the reason behind the absences. If a student's absence level is unacceptable, all Education Queensland guidelines are followed. In 2014 we introduced an attendance manager to monitor 'students of interest' in order to improve their rate of attendance. This process allows us to closely monitor these students. In 2014 we introduced an attendance award structure to class groups to further encourage attendance. This has been very well received and will continue in 2015. Also in 2015 we will be changing from the SMS attendance notifications to direct personal contact from a designated staff member. This is the further increase our attendance rate.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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Achievement – Closing the Gap

In 2014 Mackay North State School had an indigenous population of 19%. This population is spread across all year levels. Our indigenous students' attendance rate dipped slightly during 2014. Our indigenous attendance rate for 2014 was 87.8%, which is slightly lower than 2013 school year.

In the NAPLAN assessment program the achievement average gap in some of the strands between indigenous and non-indigenous students has been closing over the last three years. In Year 3 across all three strands there was almost no noticeable gap. In Year 5 and 7 there was a slight gap average gap of 33 points across all NAPLAN strands.

During 2014 our school focus continued to be reading. In our years 5 and 7 classes we reduced the reading mean gap between Indigenous and Non-Indigenous students. This was very pleasing to see. In Year 3 the reading mean gap for the NAPLAN test program was -5 points between indigenous and non-indigenous students. This result means that our indigenous students outperformed our non-indigenous students. This was a very pleasing result.

For the past 3 years we have been focusing on increased attendance by indigenous students. This has been successful, with the attendance gap closing. We have also introduced engagement-focused programs for our upper school indigenous students (e.g. Whole of School Community Gardening Project). Anecdotally these seem to be assisting with indigenous student's engagement with school.

As a school we use our indigenous aides to liaise with indigenous families concerning attendance and progress. This process is well received by the community. In 2014 we continued with our Homework Program for Indigenous students and their parents. This program has the expectation that parents and their children attend the sessions in order improve parent engagement with the learning process. This program has been very successful and will continue into 2015.